
6B

Action

Public Hearing

Proposed Addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, Pertaining to Internship Credentials

Executive Summary: The proposed addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, pertaining to internship credentials are being presented for public hearing.

Recommended Action: Staff recommends that the Commission adopt the proposed addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, pertaining to internship credentials with the changes to Section 80033 (b)(6)(C) and (b)(7).

Presenter: Terri H. Fesperman, Assistant Consultant, Certification, Assignments, and Waivers

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

Sustain high quality standards for the preparation of professional educators

Proposed Addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, Pertaining to Internship Credentials

Introduction

The proposed addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, pertaining to internship credentials is being presented for public hearing. Included in this item are the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing.

Background of the Proposed Regulations

The Commission issues three types of internship credentials: university, district and individualized. All three have the same entrance requirements of a bachelor's degree, passage of the California Basic Education Skills Test (CBEST), subject-matter competence, and enrollment in a Commission-accredited preparation program. While holding the internship credential, the intern serves as teacher of record while simultaneously participating in a teacher preparation program. Internship programs may be one or two years long depending on the requirements the intern must complete. Completion of an internship program results in the issuance of a preliminary or professional clear credential depending upon the program. Internship programs must meet the same procedural and performance standards as other teacher preparation programs. Each internship credential requires an instructional program based on the Commission's Standards of Program Quality and Effectiveness and requires participation in a support, supervision and performance assessment system. Teaching internships are available for multiple subject, single subject and education specialist placements.

The Commission has issued university teaching internships since 1967. The university internship programs are cooperative teaching programs between a university and an employing school district that are administered by the university. University internship programs receive Commission approval and are then administered by the individual colleges and universities.

The District Intern credential, issued since 1982, is a program that serves as an alternative route to teacher certification in California. District internships are for teachers only and are administered by employing school districts whose programs may or may not involve university course work. Employing school districts with a Commission-approved District Internship program must have a Professional Development Plan on file with the Commission which details the specific means in which the employer will provide training, support and evaluation of teacher candidates.

The Individualized Internship program is designed for persons who have met all entry requirements for an internship program, but, because they have completed some of their teacher preparation, need a program specifically designed for them. If an individual has completed some

or most of their pedagogical coursework, they are better suited to an individualized route to earn their preliminary or professional clear credential. These individuals, with the agreement of their employing district and the university preparation program, develop an instructional plan to complete the remaining coursework, field experiences and examinations. Both the university and the school district agree to provide support and supervision at the same level as given to other teacher preparation candidates. Within the first 90 days of employment, the holder, in cooperation with a college or university offering a Commission-accredited teacher preparation program, must develop a two-year Individualized Teacher Preparation Plan (ITPP).

Additional Changes

As a result of responses to the regulations, staff is recommending an additional change to the proposed regulations in Section 80033(b)(6)(C) and (b)(7).

The first change is to add in the option for education specialist interns to complete the subject matter competency requirement by completion of an approved program for the multiple subject credential. While candidates earning a multiple subject credential no longer have the option to complete subject matter competency by completing the approved program, the option is still available to education specialist interns. Language has been added to subsection (b)(6)(C) of the regulations to clarify this requirement.

The second change is to clarify the target language proficiency requirement for the BCLAD Emphasis for multiple and single subject internship credentials. Individuals in a district intern program are required to meet target language proficiency by passing the appropriate section of the BCLAD examination. Individuals in a Commission-approved BCLAD Emphasis program complete an assessment for target language proficiency determined and verified by a California college or university as a part of its emphasis program for the university and individualized interns. Language has been added to subsection (b)(7) of the regulations to clarify this requirement.

The suggested changes are double-underlined in the text below.

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Cost impacts on a representative private persons or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small businesses. The regulations are not mandatory but an option that affects school districts and county offices of education.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the California Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-accredited programs
- Credential Analysts at the California Institutions of Higher Education with Commission-accredited programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>

Tally of Responses

As of Tuesday, November 8, the Commission had received 19 written response to the public announcement:

<i>In Support</i>	<i>In Opposition</i>
2 personal opinions	8 personal opinions
8 organizational opinions	1 organizational opinions
Total Responses:17	

Responses Representing Individuals in Support

- Enid Brinkman, Credentials and Retirement Supervisor, Tulare County Office of Education
- Nora Roque, Human Resources Staff, Beverly Hills Unified School District

Responses Representing Organizations in Support

- Hanford Joint Union High School District: William L. Fishbough, Assistant Superintendent Human Resources;
- Patterson Joint Unified School District: Barbara Hickman, Assistant Superintendent;
- Patterson Joint Unified School District: Barbara McCleskey, Human Resources Administrative Assistant;
- Patterson Joint Unified School District: Patrick J. Sweeney, Superintendent;
- Mountain View-Los Altos Union High School District: Steve Hope, Associate Superintendent
- Westwood Unified School District, Henry W. Bietz, Superintendent/Principal

Comment (summarized): We strongly support the adoption of the proposed Title 5 Regulations regarding the three types of Internship Credentials. It is imperative that school districts have these option when, after a diligent search, we cannot find a fully credentialed teacher to fill a position. These credentials identify both a timeline and a path for the holder to completed a clear credential in a minimum amount of time. These regulations also define the support that a holder would receive while in the classroom. It is in the best interest of the students of California to support these regulations.

- San Bernardino and San Diego Counties School District Personnel Administrators: Bruce Kitchen, CCTC/School District Liaison

Comment: The Individual Internship Certificate (IIC) has been a very valuable addition to the teacher licensing process. Not only have IIC credential holders met or exceeded the requirements of the “Highly Qualified Tea her” standard in the No Child Left Behind Act (NCLB) but our experience has shown that they have quickly moved on to acquire their Preliminary or Professional Clear teaching credentials.

The human resource and personnel administrators in the 76 school districts within our two counties strongly support the proposed addition tot he California Code of Regulations, Title 5 Sections 80033 and 80033.1, pertaining to internship credential. The addition tot he code of the Individual Internship Certificate will supply another NCLB compliant alternative pathway for teachers into the classroom. We urge you to approve the proposed regulations.

- Jeanne Nava, Tulare County Office of Education, Assistant Superintendent, Human Resources

Responses Representing Individuals Not in Support

- Christina Barragan
- C. Gonzales
- Jorge Herrera
- Pilar Osaba, Elva Paz
- Louis L. Portillo
- Irene Sahabdool
- Yesenia Villegas

Comment (summarized): Students in university BCLAD emphasis should not be required to pay for and take an exam that is equivalent to the course work taken at a university. The

courses required by the credential program for BCLAD emphasis require writing as well as speaking in a language other than English.

Response: Individuals in a district intern program are required to meet target language proficiency by passing the appropriate section of the BCLAD examination as required in EC Section 44325(c)(4). Individuals in a Commission-approved BCLAD Emphasis program complete an assessment for target language proficiency determined and verified by a California college or university as a part of its emphasis program for the university and individualized interns. Language has been added to subsection (b)(7) of the regulations to clarify this requirement.

Responses Representing Individuals Not in Support

- CSU Los Angeles: Mary Falvey, Director of Student Services
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Comment: I am concerned about the changes in the new regulations for internships. Specifically, the proposed regulations for Education Specialists Interns omit the provision of meeting subject matter requirements with an undergraduate blended waiver program. This puts a large number of potential candidates for the Education Specialist Internship Credential no longer eligible until they have completed their subject matter requirements with either a single subject waiver, CSET in multiple or single subjects. We continue to experience a shortage of Special Education teachers in the Los Angeles basin and we are doing our best along with other universities to certify as many teachers in special education as possible. This new regulation will limit, rather than expand the pool of qualified Education Specialist Interns.

Response: While candidates earning a multiple subject credential no longer have the option to complete subject matter competency by completing the approved program, the option is still available to education specialist interns. Language has been added to subsection (b)(6)(C) of the regulations to clarify this requirement

Staff Recommendation

Staff recommends that the Commission adopt the proposed addition to California Code of Regulations, Title 5 Sections 80033 and 80033.1, pertaining to internship credentials with the changes to Section 80033(b)(6)(C) and (b)(7).

Proposed Additions to California Code of Regulations, Title 5 Sections 80033 and 80033.1, Pertaining to Internship Credentials

Section 80033. Internship Credentials.

- (a) The Commission may issue university, district, and individualized internship credentials in the areas of multiple subject, multiple subject with Bilingual Crosscultural and Language Acquisition Development (BCLAD) emphasis, single subject, single subject with BCLAD emphasis, and education specialist. The education specialist district internship credential may be issued until January 1, 2008.

(b) The minimum requirements for a university, district, and individualized internship credential in the areas listed in (a) includes verification of all the following:

(1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of higher education.

(2) Passage of the California Basic Educational Skills Test (CBEST), as described in Education Code Section 44252, unless exempt by statutes or regulations.

(3) Demonstration of knowledge of the Constitution of the United States as provided in Education Code Section 44335.

(4) If the applicant does not already have fingerprint clearance on file with the Commission, verification of clearance as required in Education Code Section 44339.

(5) Each applicant is enrolled in a Commission-approved professional preparation program and has an offer of employment in the subject of the internship.

(6) Subject-matter knowledge.

(A) Multiple subject and multiple subject with BCLAD emphasis internship credential applicants shall meet this requirement by passage of an examination as provided in Education Code Sections 44280, 44281, and 44282.

(B) Single subject and single subject with BCLAD emphasis internship credential applicants shall meet this requirement either by passage of an examination as provided in Education Code Sections 44280, 44281, and 44282 or by completion of a subject-matter program as provided in Education Code Section 44310.

(C) Education specialist internship credential applicants shall meet this requirement by meeting the requirements in either (b)(6)(A), ~~or~~ (b)(6)(B), or by completion of an elementary subject matter program as provided in Education Code Section 44310. Subject matter knowledge is not a requirement for the candidate for an early childhood education specialist internship credential.

(7) Multiple or single subject with BCLAD emphasis district internship credential applicants must verify passage of the speaking component of the BCLAD examination in the target language.. Multiple or single subject with BCLAD emphasis university and

individualized internship applicants must pass an assessment covering oral language proficiency in the target language verified by a California college or university as a part of its Commission-approved BCLAD emphasis program.

(c) Each internship applicant is given support and assistance as provided in Title 5 Section 80033.1.

(d) Validity.

(1) All teaching internship credentials, except the education specialist district internship credential, shall be issued for no more than two years. The education specialist district internship credential shall be issued for no more than three years. All internship credentials are restricted to the employing agency requesting the credential.

(2) All teaching internship credentials except the education specialist district internship credential may be extended for one year if extenuating circumstances have prevented the internship credential holder from completing the requirements within the valid period of the document. The extenuating circumstances may include, but is not limited to, illness, military service, and other factors not within control of the applicant. Verification of consent to extend the internship must be submitted by the employing agency and the internship program.

(e) Authorization.

(1) A multiple subject university and individualized internship credential authorizes the same service as a multiple subject credential. The multiple subject district internship credential authorizes the same service as a multiple subject credential but is limited to grades kindergarten through eight.

(2) A multiple subject university and individualized internship credential with BCLAD emphasis authorizes the same service as a multiple subject credential with BCLAD emphasis. The multiple subject district internship credential with BCLAD emphasis authorizes the same service as a multiple subject credential with BCLAD emphasis but is limited to grades kindergarten through eight.

(3) A single subject university and individualized internship credential authorizes the same service as a single subject credential. The single subject district internship credential authorizes the same service as a single subject credential but is limited to grades six through twelve.

(4) A single subject university and individualized internship credential with BCLAD emphasis authorizes the same service as a single subject credential with BCLAD emphasis. The single subject district internship credential with BCLAD emphasis authorizes the same service as a

single subject credential with BCLAD emphasis but is limited to grades six through twelve.

- (5) An education specialist university, district, and individualized internship credential authorizes the same service as an education specialist teaching credential.

(f) Recommendation.

- (1) A recommendation from a regionally accredited California institution of higher education accredited by the Committee on Accreditation for the university internship and the individualized internship credential. A recommendation from the employing agency with a preparation program accredited by the Committee on Accreditation for the district internship credential.

Note: Authority cited: Section 44225(a) Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44325 and 44452.

Title 5 Section 80033.1. Support and Assistance for University, District, and Individualized Internship Credentials.

- (a) Each internship program must provide assistance and guidance to the intern candidate as part of their support and supervision of the internship program. Each intern is assisted and guided by a certificated employee that possesses valid certification at the same level or of the same type of credential as each intern.
- (b) Each university intern:
- (1) Prior to enrollment in a university internship preparation program, the employing agency, in cooperation with the university, shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the subject of the internship. Both the employing agency and the intern shall concur in the program planned.
- (c) Each district intern will complete:
- (1) Mandatory preservice training prior to the beginning of daily teaching responsibilities tailored to the grade level or class taught of 120 hours or six semester units of collegiate course work of training in child development and the methods of teaching the subjects and grade levels assigned.
- (2) Additional instruction in child development and teaching methods during the first semester of employment for interns employed in grades K-6.

- (3) Instruction in the culture and methods of teaching English learners during the first year of employment for interns employed in bilingual classrooms.
- (4) Courses or training as determined by the employing agency.
- (5) Successful annual evaluation of the district intern's performance.
- (d) The employing agency and the individualized internship credential holder, in cooperation with the university in which the holder is enrolled, will develop a two-year plan to complete the requirements to earn a credential in the subject of the internship. This plan must be completed within 90 days of employment. The plan may include all of the following but is not limited to:
 - (1) Course work that must be completed.
 - (2) Examinations that must be completed.
 - (3) Field experiences that must be completed.
 - (4) Provision and schedule for completing the appropriate Teaching Performance Assessment (TPA), when implemented, or the equivalent.
 - (5) Provision for the candidate to move into an induction program or equivalent.

Note: Authority cited: Section 44225(a) Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44326, 44327, 44452, 44457, and 44458.